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ABSTRACT

This profile in outline form examines the English language teaching situation and the role of English in India. The profile considers these issues by region, that is, the eastern, southern and northern regions of the country. For each region, the following topics are covered: the role of English; English within the educational system, including a discussion of curriculum, teacher training, and teaching materials; English outside the educational system, including British and American support for the teaching of English. A list of current research and a short bibliography conclude each section. (CLK)

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ENGLISH-TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

May 1977

Country: INDIA: Eastern Region (West Bengal, Orissa, Meghalaya, Assam, N E Hill States, Bihar).

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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1. Role of English

1.1 West Bengal

1.1.1 Despite Central Government directives to expedite the substitution of Hindi for English in as many aspects of Indian life as possible, English still remains the widely preferred medium for all transactions, social and otherwise.

The educational system, the professions, commercial houses, the press - radio and newspapers, government correspondence, notices, directives etc are all to some extent dependent upon English for communication within the state and in inter-state matter. There is also a very lively Bengali coverage in all these areas. Socially, the influential, educated Bengali uses Hindi only under duress, preferring English in situations where using Bengali is impossible. There is a small but commercially influential minority who prefer English to Bengali for use in all situations, even in their homes. Their number is falling and the prestige attached previously to families of this genre is now almost non existent. It is a matter of being able to use good English efficiently when the need arises but of not doing so where Bengali could be used.

1.1.2 Bengali is of course the only language used by most people for all purposes, and in certain commercial circles there are non-Bengali speaking people who do not know English either. Here of course Hindi has to be used and English is absolutely inefficient.

1.1.3 Public opinion is heavily for English continuing as not only a modern foreign language, but as the only language for inter-state, state-centre and international communication.

Thus, an educational system that does not give enough emphasis on English is frowned upon. Witness the 1975 Teacher-Parent joint protest against making English only an optional subject at the Higher Secondary level. Due to public pressure and coercion from the Universities the decision about making English only an optional subject at the Higher Secondary level has been reversed. It is now a compulsory subject for all students at this level.

1.2 Orissa & Assam

Same as for West Bengal in every respect, except for the fact that Oriya and Assamese replace Bengali in all appropriate situations.

1.3 Meghalaya, N E Hill States

The role of English here is more important than in West Bengal. The local languages have no indigenous script and therefore no written, traditional literature. The cultural background therefore is immature and modern writings are all in Roman script.

Keeping the above difference in mind, the situation here may be read much the same as for West Bengal. An example of whatever difference there is, would be that the prestige-value of speaking nothing but English even at home still holds true, and the interest and enthusiasm for ELT is much greater and more obvious.

1.4 Bihar

The role here is, to some extent, the reverse of the above. Hindi is very consciously used in all situations where one would expect English in, say, West Bengal. The obvious reason is that Hindi is the mother tongue of the majority. English is avoided as far as possible, but always used in preference to other Indian languages. Indeed, this state saw language riots - anti-English, pro-Hindi.

However, the educated public knows the international value of learning English and therefore the language figures in all syllabi at all levels and has recently been made compulsory.

2. English within the Educational System

2.1 West Bengal

2.1.1 Primary Level

In State, State-aided and State-sponsored schools, the teaching of English as a subject begins at Class 3 (age 8+). There has been a good deal of controversy over postponing this to Class 5 but no decision has yet been taken. This of course makes any materials production or syllabus planning at any level rather tentative. English lessons per week: 8 (each lesson 40 minutes). Mainly dealing with language but literature coming in as story reading.

2.1.2 Secondary Level

Under the new pattern of education (effective from January 1974), English is a compulsory subject up to Class 10 ie for the first public exam taken at 15+. English is almost invariably offered as a first or a second language. The new concept of subject-grouping means that obtaining only 20% for English would mean a pass as long as the student had passed in the other language-group subjects. English lessons per week: 5 (each lesson 40 minutes). Mostly language practice. Minimum of literature.

NB: As First Language English is given a minimum of 162 lessons a year.
As Second Language English is given a minimum of 108 lessons a year.

The final public exam after Class 10 is the Madhyamik Exam.

2.1.3 Higher Secondary Level

This level has come into existence since the introduction of the new pattern. It is looked upon as an intermediary stage between school and college with the curriculum adopted by the State schools according to local decisions. The Council for Higher Secondary Education was set up and drew up the syllabus which is literary in nature with slight language-leanings. This in spite of a model syllabus suggested by the CIEFL and NCERT.

The terminal examination at this level will be taken at age 17+ and English will figure as a compulsory subject. English lessons per week: 6 (each lesson 45 minutes). Should "Education" become a Centrally administered subject, the CIEFL syllabus would have to be adopted.

NB: There are a few schools under the same Board following the same syllabus but using English as a medium of instruction. These would have a greater number of English lessons per week.

All these schools together prepare for the same public examination after Class 12 - the Higher Secondary Examination.

Anglo Indian Schools

Primary)
Secondary)
Higher Education)

In all States under the jurisdiction of the Inter-state Board for AI Education, all these levels use English as the medium of instruction and students offer English as first language at public examinations. These schools are mainly privately sponsored or missionary institutions and students take the Indian Certificate of Secondary Education after Class 10 and the Indian School Certificate after Class 12.

The strongly literature-oriented objectives of previous curricula hold true in practice although the value of the functional knowledge of a language seems to have been recognised on paper. The objectives set out by every syllabus committee mention the importance of the practical use of a language guiding the members in their final choice of a syllabus.

2.1.4 Degree Level

Constituent colleges under the different local universities offer English at (1) Honours Standard - Literature only.
(2) General standard (compulsory) - for all. - Some Language practice.
(3) Elective standard (optional) - for those who do not offer English at Honours level.
(4) Alternative standard (for those with English as first language).

The minimum basic requirement at the compulsory level is a pass in the aggregate of three papers. A failure to obtain this means a failure to get the degree. This effectively demonstrates the position of English at the undergraduate level.

Number of lessons per week (at compulsory level) - 3 lectures + 1 tutorial (each lecture 45 minutes). Officially all lectures in all subjects are supposed to be given in English. Students have the option of answering papers in Bengali or English. However, not having any textbooks other than English ones, most prefer not to use any other language. Here, very appropriately one may mention that the awareness of the need for teaching English for Special Purposes is only just awaking. Some technical institutions are paying attention to this albeit superficially.

2.1.5 Post Degree and Research Level

At the MA level the medium of academic communication is English only. Lectures per week: Approximately 24 (each lecture 1 hour).

2.1.6 Research - is always done only in English for all subjects except those dealing with other languages.

2.1.7 Teacher Training - This is a one-year course awarding a BEd degree. English is the medium of instruction in all subjects. The Methodology of teaching English is considered a very difficult subject and few take it, but most prestige seems to be attached to those who do, and one finds that most head teachers are specialists in English.

2.1.8 The Institute of English (Calcutta) - is an institution run by an independent governing body but of state-government sponsorship. It runs two four-month courses a year for in-service training of local high school teachers of English. The rudiments of phonetics and linguistics are included in the syllabus. There is talk of the courses being lengthened to 5 months each.

A diploma is awarded to all successful participants and, as an incentive, two increments in the salary scale.

At all levels curriculum etc. is centrally decided; not left to individual institutions. However there is talk of some degree colleges being made autonomous.

2.2 Orissa, Assam, Bihar, Meghalaya, Hill States

The pattern at all levels is more or less the same as in West Bengal, with this difference in Meghalaya and the Hill States that all their educational institutions use English as the medium of instruction at all levels. In Bihar the Higher Secondary level will not be implemented till 1981.

2.2.1 In Teacher Training the following points may be noted, different from West Bengal

Orissa - for the BEd degree, students can answer papers in either English or Oriya. The duration of the course and other details are the same as for W. Bengal.

Bihar - The Institute of English (Patna), formerly a very active institution, almost defunct in the interim, is now becoming active again with considerable support and encouragement from the state Government and NCERT.

Meghalaya - CIEFL (Eastern Regional Office) - The Central Institute of English and Foreign Languages, Hyderabad has recently established a Regional Centre at Shillong mainly to cater to the ELT needs of the North Eastern Hills. It runs refresher courses and summer institutes.

NB: From here onwards the points made are relevant to all States, unless otherwise stated.

2.3 Within the Educational System, there is no provision for teaching English to adults.

3. Teaching Cadre

3.1 The expatriate British staff in schools and colleges form a tiny minority and consist mainly of missionaries in Anglo-Indian schools only.

3.2 Teacher training is officially compulsory for those working in the State-aided and sponsored schools. When untrained teachers are appointed in these schools for lack of trained teachers they are later given the opportunity for study-leave to do their basic training.

There is however, a great number of untrained teachers in school. About 40% of the total number are trained. The BEd degree is the minimum basic training required for teaching at all levels. MA at college level.

The Teacher Training Colleges and the Institute of English, Calcutta, mentioned earlier, provide all the training possible for school teachers but their resources are meagre balanced against the huge number of those who need training.

3.3 Even more inadequate are the training facilities for college-lecturers.

Summer Institutes in English Language Teaching are held at different places each year for six weeks. This provides a very basic training for about sixty teachers at each place; balanced against the total number of teachers, this is hardly enough to provide one trained teacher at each college.

In 1976 ELT Institutes were held at Patna (Bihar) and Shillong (Meghalaya).

In 1977 they are to be at Gauhati (Assam) and at Ranchi (Bihar).

Since the syllabi remain literature-oriented and classes of 125 students are common, ELT Institutes were proving not as useful as they could have been, the new curriculum adopted for those Summer Courses tends to take note of and deal with the problem as actually faced on the floor.

3.4 There are a few professional organisations in all the states. Some of the more important ones are:

West Bengal Headmasters' Association (WBHA)	)None of
West Bengal Teachers' Association (WBTA)	)these for
West Bengal College and Univ Teachers' Association (WBCUTA)	)English only.

These are politically biased and most active in West Bengal. These and other similar organisations hold conferences periodically in which different professional matters are discussed and recommendations made.

A very badly-paid profession, teaching mostly attracts the less-able half of the educated men in all these states. For women there are not many other alternatives available, and therefore most of the well-educated middle class women become teachers. There is thus a definite difference in the quality of the teaching cadre at boys' and girls' schools, that in the latter being better.

Although there is provision for a general inspectorate of schools, there is no subject inspectorate. As a result subject teachers have no way of getting professional advice from anywhere. Subject-wise teachers' resources centre would prove extremely useful. Calcutta Corporation however do have some general inspectors who can if need be act as subject inspectors, though never for English alone.

4. Teaching Materials

4.1 The prescribed textbooks of prose and poetry are printed locally. Most of them are unsuitable because of their dullness, irrelevance and general language difficulties; but they are easily available. There is however a noticeable recent trend in educational-authority - thinking to revise and change if necessary, unsuitable syllabi, curricula and, therefore, the textbooks.

4.2 English syllabi, curricula and textbooks are being revised and changed at almost all levels in all states because of the recent over-hauling of the ELT situation.

4.3 All states have their own anthologies of the literature texts. The grammar or language textbooks are the same almost all over India.

The conventional schools use locally published traditional grammar books and, for reference, such books as Nesfield; the others, having recently turned their attention to newer theories of ELT, use eg Thomson and Martinet.

4.4 The use of visual aids is almost non-existent in undergraduate and postgraduate classes and rare in the schools. Only teacher training colleges and some primary schools take audio-visual aids seriously but the trained teachers have little opportunity of using any in Schools.

4.5 Missionary Schools tend to use British publications for literary and language texts.

4.6 Technical institutions eg polytechnics and engineering colleges have recently given a lot of thought to the type of English they teach. As a result the local TTTI with the help of CIEFL and the British Council Division produced a textbook designed for technical students and their limited need of English.

4.7 It is a pity that the opportunity for thorough critical analysis of existing materials which came as a result of all the recent changes has been lost in the sense that the new textbooks are once again anthologies.

5. English Outside the Educational System

5.1 Professional, Commercial, Civil Service Examinations - are all held in English and a high quality of performance in that language is essential for success.

Only recently, the IAS Examinations have allowed candidates to answer papers in their mother-tongue but (see 5.2).

5.2 The better-paid jobs in the commercial world are all, in effect, the prerogative of the candidate who knows English well. Cashing in on this fact are private tutorial 'homes' and commercial institutes - some deplorably inefficient; the following are worthy of mention however:

5.2.1 Indo American Society.
Y.W.C.A.
St Jude's Commercial Institute
The Ramakrishna Mission Institute of Culture.

5.2.2 All these institutions concentrate on the commercial use of English; only some on social conversational English. The courses run at these places are recognised all over India for all practical purposes.

5.3 Press

The major national daily newspapers are in English and almost all educated families, however badly off, feel it necessary to take an English daily, if need be, alongside a local language one.

In Radio and TV there is always an English version of all broadcasts relating to important events and regular news bulletins.

English films are extremely popular and preferred to the usual run of local language films by a big majority of the educated circles. No English feature film is locally-made; only documentaries and educational English films are made here.

5.4 Creative Uses

West Bengal in particular is a prolific producer of India writing in English. Poetry, mainly, but also essays and short stories are written in English by many Indians particularly in magazines and journals.

A local well known patron, Professor P Lal, himself a poet of some standing, runs The Writers' Workshop which publishes and publicizes local English writing.

Indeed West Bengal has always been the most innovative and lively centre, culturally speaking, in India; it is only natural therefore that it should produce more of any writing, and of course of English. Orissa, Bihar and Assam produce more creative writing in English than Meghalaya and the Hill States do, but less than West Bengal.

5.5 Translation is a popular and practical use of English much in evidence in this region. Translations of local classics, particularly since Indian films became popular abroad, have been taken on by many publishing houses.

5.6 Private Tuition

5.6.1 The role of English in all walks of Indian life makes it imperative for an individual to be proficient in the language for success. This makes private tuition in English an extremely popular and lucrative form of ELT.

Most teachers of English take on private tuition regardless of their own competence and are usually better paid than private tutors of other subjects. Most students take private tuition in English more often than in other subjects.

Spoken English and coaching in it has recently become very popular.

5.6.2 The commercial schools and organisations outside the general educational system which undertake to teach English, largely exploit the expectations of unsuccessful students to get through their examination without learning any English. They have no status as educational institutions.

6. British Support for the Teaching of English

6.1 Teachers in missionary schools and colleges recruited through missionary organisations.

6.2 Some individual British teachers, either wives of Indian citizens or temporary visitors in India. This has become an extremely rare phenomenon.

These teachers would find opportunities to teach probably only at The Calcutta International School or the missionary institutions.

6.3 There are no British contract ELT staff recruited through the Council and no British teachers on any key posts.

6.4 English Studies Officer (British Council Division - Calcutta - Eastern Region) helps mostly in an advisory capacity on Syllabus & Curriculum Committees, Revision of textbooks and also in a small amount of direct teaching in Schools and Colleges, Training Courses, Refresher Courses, Summer Institutes, only when such requests are made by local authorities and approved by the Central Institute of English and Foreign Languages Hyderabad.

ELT Book Exhibitions in major towns and university centres.

Films shown mainly at training colleges on ELT and at the British Council Division Centre. The latter are better known English feature films.

Visits, tours, seminars (organised jointly by BCD the Indian UGC and the CIEFL for which British academicians are brought to India). Also tours by drama companies presenting old and modern plays popular with Indian audiences and on local English syllabi.

ODM presentations to University and Institution Libraries.

Scholarships and Grants for English Studies in the UK.

Speech tapes and records are borrowed by schools and colleges quite frequently even through the post.

Films are shown at the British Council Division Centre and sometimes taken to schools and colleges.

Film strips are also lent out.

6.5 The Regional Library at Calcutta with an excellent postal-cum-reference service caters to the vast reading public of the region.

The British Council is known as a Library to the man-in-the street.

7. American Support for the Teaching of English

American ELT activities in this region are non-existent. There are, however, seminars and conferences held under the auspices of the USIS on English Literature Studies. BCD officers are usually invited to attend.

The Indo-American Society hold courses in Business and Spoken English which are very popular. Indians, however, are more interested in British English and would certainly prefer a British organisation to run such courses.

Other Foreign Cultural Organisations

The German, French and Russian Consulates sometimes hold seminars on Comparative Literature where English is the only common language. English translations of their classics have to be used for discussion, the latter also being conducted in English.

8. General Statement

8.1 Strengths: Teachers of English are beginning to realize what is involved in the teaching of English. Unlike in the recent past, there is an awareness of the language being important as opposed to the literature. The recent importance given to work-education and to a working-knowledge of English entails a renewed interest in ELT.

The opposition faced by the authorities when trying to make English only an optional subject at the Intermediate stage shows how much the public opinion weighs in favour of ELT.

Re-examination of objectives, syllabi and textbooks indicates new thinking in the field of ELT. The Summer Institutes have also been re-appraised and a more effective and workable plan is being tried out in the next five years.

8.2 Weaknesses: Textbooks and teaching are the main problem areas and there is always the problem of the inconceivably vast numbers of students to be taught and teachers to be trained.

Even if English were an optional subject, in practice every student would take it. These numbers therefore cannot be reduced. The number of teachers needs to increase drastically but even with the present number the training facilities are woefully inadequate. This is the area that must be attacked first in a programme of improvement.

What the teachers need are easily available facilities, financial incentives and a modern approach on the part of local education authorities so that new methods and ideas being tried out by newly-trained teachers are respected and encouraged. It is therefore, for the key figures, the English Advisory Sub-Committees on local educational bodies, to approach the problem of English Studies in this region with new, practical and realistic objectives and seriously try to achieve them.

9. Current Research and Bibliography

We are aware of no regionally-based research studies or recent publications in this field except the few mentioned below:-

1.	Phonetics & Intonation-		Written by Professor S B Das, ex Director, Institute of English, Calcutta.
2.	A Higher Secondary English Course	-	by Hincq, Datta and Engineer (Orient Longmans), for classes XI and XII in the Higher Secondary course.
3.	A Comprehensive English Language Course	-	by C. Chatterjee (Orient Longmans) for Classes IX and X in ISCE course.
4.	Test Patterns in Secondary English	-	by Cameron & Singh (Orient Longmans) for Classes IX and X in ISCE course.

ENGLISH LANGUAGE TEACHING PROFILE May 1977

Country: INDIA: Southern Region (the States of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu)

1. The Role of English

1.1 English is the sole medium of instruction and examination at the higher levels of university education - ie postgraduate courses (MA, MSc) in the sciences and the humanities, as well as professional courses (both postgraduate and undergraduate) in medicine, engineering, law, agriculture and management.

At a lower level - ie undergraduate courses (BA, BSc, BCom) in the basic sciences and the humanities - universities in all four States allow a choice of medium between English and the language of the area, but only a small proportion of students (ranging from about 20% in Tamil Nadu to less than 2% in Kerala) opt for the local language. It has been the declared intention of state governments to vernacularise all undergraduate courses, and some governments (eg Tamil Nadu) have sought to use financial sanctions and incentives to further this objective, but public opinion (resulting from learners and parents continuing to see English as the language of economic opportunity and as a necessary condition for all-India mobility) has been an effective check on the pace of change.

On Pre-University/Higher Secondary courses (= a 2-year course between school and college, controlled by universities in Kerala but by separate, government-appointed Boards in the other three States), the position in regard to medium of instruction is the same as on undergraduate courses except that the percentage of vernacular-medium students is slightly higher (up to 30).

In Secondary and Primary schools, the medium of instruction is the regional language. The only exception to this is a small number of (i) private (= without a State subsidy) English-medium schools in the larger towns, and (ii) schools run by the Central Government meant for the children of its transferable employees and therefore situated, once again, in the major cities and industrial centres. The former of these - which include Mission schools and which are generally popular and prosperous despite the absence of governmental support - use only English as the medium while the latter category use both English (for some subjects) and Hindi (for others). Some idea of the relative numbers of these schools can be had from the fact that, of a total of 39,000 schools in Tamil Nadu, 35,500 are run or aided by the State government (hence, Tamil-medium), 16 are run by the Central government (English and Hindi) and about 3,500 are English-medium private schools.

1.2 In Secondary and Primary schools, English is rarely used as a study language when it is not the medium of instruction. On pre-university and undergraduate courses, however, both students and teachers use books in English on the various subjects of study (especially the sciences) since there are as yet only one or two textbooks available on each subject in the vernaculars.

1.3 English is widely used for inter-state, state-centre communication between governments, at the higher levels of state administration, in business, industry and banking, at professional gatherings of doctors, engineers, administrators, in university administration, in courts of law, in the bigger hotels and shops, in the railways and the airlines. The declared 'official' language of the country - meant for use in the areas exemplified above - is Hindi; but English is also an 'associate' official language, and is used in preference to Hindi in South India. (One of the four southern States, viz Tamil Nadu, does not accept the 'official' status of Hindi, while the other three are in no hurry to replace English with Hindi).

1.4 English is the only language of international communication - in trade, diplomacy and professional interchange.

2. English Within the Educational System:

2.1 Number of hours allocated to the teaching of English:

2.1.1 Primary and Secondary schools (Standards III/V to X): 4 to 6 hours a week.

2.1.2 Pre-University/Higher Secondary Course (2 years): 4 hours a week in Andhra Pradesh and Karnataka; 6 hours in Tamil Nadu and 7 hours in Kerala.

2.1.3 BA/BSc courses (3 years); 3 to 5 hours a week, during the first 2 years only.

2.1.4 Engineering, medicine etc (4/5 years): 3 to 4 hours a week during the first year only in most cases, but the first 2 years in some.

2.2 All the above are regarded as English language courses, although, at the Pre-University and BA/BSc levels, (i) literary texts are considered essential in teaching them, and (ii) literary appreciation is also considered an important secondary aim. There are, however, additional, option courses (called 'Additional English', 'Advanced English' or 'Special English' - taken by only about 5% of the students) at Pre-University and BA, which are regarded as courses in English literature. These latter are seen as feeder-courses to the MA in English and to the English-teaching profession. They are meant to be taken by those whose language-proficiency is relatively high (eg students from English-medium schools), but, in practice (i) they do not attract such high-proficiency students (who prefer science, commerce, engineering etc), and (ii) they are generally taught as 'content' courses (consisting of knowledge about English literature) with little attention paid to the language proficiency of learners.

2.3 There are one or two papers in English at each public examination, viz Std VII, Std X, Pre-University and BA/BSc. These examinations, however, generally tend to be tests of memory (of the contents of the prescribed textbooks) and therefore, for many students, an exercise in anticipating questions and memorising their answers.

2.4 Generally, no student can go on to the next higher course unless he has passed all papers (including those in English) at the end of the lower course. However, some universities (eg Mysore) permit students who have failed the English paper to take up a higher course in a vernacular-medium stream. Conversely, there is often an insistence on a higher mark (ie more than a pass) in English, for admission to an English-medium stream at the next higher level.

2.5 Syllabus and textbook prescription are centrally controlled, by universities and State Boards as follows:

2.5.1 Primary and Secondary schools, except the last year at secondary school: Director of School Education in each State.

2.5.2 The last year of secondary school: State Board of Secondary Education.

2.5.3 Pre-University/Higher Secondary courses: State Boards of Pre-University/Higher Secondary Examinations in Andhra Pradesh, Karnataka and (from 1978) Tamil Nadu; University Boards of Studies in Kerala.

2.5.4 BA/BSc, MA courses: University Boards of Studies.

There are, however, a small number of tertiary-level institutions which are 'deemed' universities - ie they design their own courses and syllabuses, and conduct their own examinations. Further, University Boards of Studies consist of senior teachers, nominated in some cases and elected (by teachers) in others, and State Boards also include one or more teachers working in schools.

2.6 The Director of School Education in each state has a cadre of Inspectors for Primary and Secondary schools. There are no specialist Inspectors for English or any other subject, but, in Andhra Pradesh and Tamil Nadu, there is a Special Officer for English (and similarly for other subjects) at the Directorate, with functions similar to those of an Inspector.

2.7 Some recent attempt at English for specific purposes has been made: eg (i) two universities in Andhra Pradesh have put together 'subject-oriented' textbooks in English (ie with passages dealing with science, economics etc) for their BA, BSc and BCom courses; and (ii) Engineering and Agricultural Colleges in Tamil Nadu use English courses specially designed (the former, with the assistance of an ACE officer) for their students.

2.8 There is little provision at present for teaching English to adults outside the formal educational system - only Bangalore University offers an evening course to working adults in Bangalore city. The need for such courses was, however, recognised by a Government of India Study Group in English in 1967, and there are occasional efforts by large business organisations (eg the State Bank of India; an Insurance Federation) to organise English courses for their employees.

3. Teaching Cadre

3.1 The number of expatriate English teachers is negligible - a few Christian missionaries (only those who were already in India about 10 years ago; no more are allowed to come in); an occasional volunteer, contract teacher or ACE officer.

3.2 Recognised qualifications for teachers are:

3.2.1 For teaching up to standards VII: School-leaving Certificate plus a 2-year Diploma in teaching.

3.2.2 For teaching standards VIII to X: BA or BSc plus a one-year degree course in teaching.

3.2.3 For teaching Pre-University/ Higher Secondary Courses: MA in English (the need for a teaching qualification is currently being discussed).

3.2.4 For teaching on BA/BSc courses: MA in English.

Over 95% of the teachers are qualified and trained as required. (Under the State rules, under-qualified persons can be employed only temporarily, for a year).

3.3 There are enough facilities for the initial training of teachers; indeed, there is an over-production of trained teachers in Kerala and Tamil Nadu, with the result that enrolment in training institutions has had to be reduced in recent years.

Facilities available for in-service training are:

a. Regional Institute of English in Bangalore: conducts three-month courses, three times a year, with 100 teachers on each course, deputed by the four southern States and belonging to category 3.2.2 above.

b. 24 English Language Teaching Centres situated in different parts of the four States, supervised by the RIE and by the Special Officer for English at the State Directorate; about half of them conduct 6 to 8 week courses for teachers in category 3.2.1 above; the others do the same for teachers in category 3.2.2. Each Centre conducts 4 to 6 courses a year, with about 30 teachers on each course.

c. Summer Institutes in English (6 weeks' duration) and shorter seminars/workshops (3 to 4 weeks' duration) conducted at universities, with financial assistance from the UGC, for teachers in categories 3.2.3 and 3.2.4 above. There are, on an average, 3 such courses a year in this region, each with an enrolment of 50 to 60.

d. The Central Institute of English and Foreign Languages conducts, for teachers in categories 3.2.3 and 3.2.4 above (from all over India) (i) a 9-month residential Diploma course and (ii) a one-year Certificate course by correspondence. Enrolment on the former is around 80 and on the latter 400 to 500, increasing year by year. About a third of the enrolment on the Diploma course and more than a half on the Certificate course is from the four southern States.

3.4 The South India Teachers' Union, Madras, conducts occasional surveys of English teaching, mainly at primary school level, and also issues a bi-monthly Journal of ELT.

The Madras English Teachers' Association meets about twice a year, mainly to discuss service conditions.

There is a recently-started Association of English Teachers in the city of Coimbatore (Tamil Nadu) and an ELT Forum in Tellicherry (Kerala), both attempting to facilitate an interchange of ideas and dissemination of information among teachers of English.

At an all-India level, the Indian Association for English studies organises, once a year, an All-India English Teachers' Conference (3 days), at which

a number of papers, mainly on English literature, are read. It also issues, annually, The Indian Journal of English Studies.

4. Teaching Materials

4.1 There is no shortage of textbooks as such at school or at college level. There is, however a shortage of good textbooks to choose from, especially at college level. (Textbooks at school level are mostly produced at the RIE in Bangalore, for the State Education Departments).

4.2 The general pattern is uniformity - ie books of the same kind, though not the same books.

4.3 Language Through Literature - 2(OUP) (produced at CIEFL, 1975) is a good example of the kind of textbook recommended for use at college level, and imitated (with varying degrees of success) by textbook writers.

4.4 Tapes, films etc are used on teacher-training courses, but rarely in the English classrooms of schools and colleges.

4.5 Textbook-production is a regular function of the RIE in Bangalore (which has an ACE officer's assistance for the purpose) and of CIEFL. Recent projects are: English textbooks for standards VII, IX and X in Andhra Pradesh (produced at the RIE during 1975-76) and two textbooks on communication skills in English, for use on Higher Secondary courses, currently being written at CIEFL.

5. English outside the Educational System

The only commercial schools are a large number of 'Tutorials' which coach students who have failed an examination at school or college and wish to re-sit it. There is also a flourishing trade in 'bazaar notes' - ie summaries/simplifications of prescribed textbooks, together with expected examination questions and their answers.

6. British Support for the Teaching of English

6.1 An English Studies Officer and an Education Assistant (both locally-engaged) at the Regional Office in Madras.

An ACE officer (for textbook production), a newly created KELT post (for designing tests and examinations), and a Council-subsidised, locally-engaged lecturer at the RIE, Bangalore.

An ACE officer at the Directorate of Collegiate Education, Tamil Nadu, for (a) improving the initial training of teachers at the BEd colleges; and (b) helping the State to introduce a system of specialist teachers of English for standards VII to X.

About 6 priests/nuns at various mission schools and colleges.

6.2 The two ACE posts and the KELT post are all professionally influential.

6.3 Advice on syllabus; pre-service and in-service training; textbook production and its supervision; examination-reform; and, marginally, English by radio. Tamil Nadu's current project of introducing specialist English teachers for standards VII to X is the result of work done by an ACE officer at their Directorate.

6.4 Books used on teacher-training courses are mostly British, while the textbooks in use in schools and colleges are Indian publications. Films and tapes are used only on teacher-training courses, and are acquired mainly through a presentation or on loan from us.

7. American Support for the Teaching of English

This consists only of (i) an occasional grant from the USEFI to a teacher of English for higher studies in the US; and (ii) free distribution of English Teaching Forum to a large number of English teachers.

8. General Statement

8.1 Strengths

8.1.1 There is a great demand for English: Learners (and parents) prefer English-medium schools to vernacular-medium ones and the English-medium stream at college to a vernacular medium stream. Proficiency in English matters at competitive tests for recruitment to the more attractive jobs (eg banks, industries, the administrative services); and the importance of English for access to knowledge is recognised and emphasised by educational authorities on all relevant occasions.

8.1.2 There is a coherent infrastructure for change and reform in English teaching, viz CIEFL whose professional leadership is now firmly established, the RIE in Bangalore whose textbook material reaches every government school in the four States; the network of ELT Centres which add a snowball effect to the in-service training programme; central government support, through the NCERT and the UGC in Delhi, to quality-improvement programmes such as summer courses; and, by now, a significant number of trained ELT specialists - trained either at CIEFL or at a British university, often both - in each State.

8.1.3 Post-Independence deterioration in the quality of English-teaching (which started with the rapid expansion of education in the fifties but whose effects are being increasingly felt now by the general public) on the one hand, and governmental insistence on the use of local languages as the media of instruction (even at tertiary level) on the other, are forcing a healthy re-thinking of the objectives of English courses and of possible economies in achieving them.

8.2 Weaknesses

8.2.1 The resources available are too small in relation to the number of learners and teachers involved: the number of teachers who receive in-service training each year (from all such programmes mentioned under 3.3 above) is probably about 1% of the number of persons actually teaching English in schools and colleges; and political sensitivities come in the way of attempting 'saturation' in selected, small geographical areas.

8.2.2 Physical conditions in schools and colleges are such as to frustrate many known procedures of good language-teaching: class size too large for directed student-activity; furniture unsuited to group-work; too wide a range of abilities in each class and a lack of administrative flexibility which prevents attempts at streaming students; low quality of teachers due both to low salaries and to

extra-academic considerations in recruiting them; etc.

8.2.3 Insufficient thinking about possible teaching and teacher-training procedures that are likely to be successful in these specific circumstances: present procedures often amount to holding up an ideal and blaming the circumstances for not rising to it.

9. Current Research and Bibliography

9.1 Teacher-training by correspondence, recently started by CIEFL and proving increasingly popular, promises at least a partial answer to the problem of numbers in relation to resources.

The introduction of specialist teachers of English in the upper classes of secondary schools, currently being attempted in Tamil Nadu, will (i) facilitate better selection and training of teachers in the BEd colleges, and (ii) reduce to about a tenth the number of English teachers at that level, thus making in-service training far easier.

A recent national consensus on the overall pattern of education (vis 10+2+3) and the year of starting English (viz Standard VI) are likely to bring the various state systems more directly under the central government's quality-improvement programmes (through the UGC, NCERT and CIEFL).

9.2 Proceedings of the XII Conference of ELTIs, February 1977, CIEFL - especially the recommendations on a syllabus and on teacher-training for Higher Secondary courses.

Reports on five Zonal Workshops and a National Workshop on University syllabuses, CIEFL, April 1977 - especially the English Syllabus recommended for BA/BSc courses.

Andhra Pradesh English Readers for standards VIII, IX and X, produced at RIE, Bangalore.

Foundation: English for technical students, GP Graves, OUP, Madras, 1976.

The Practical Teaching of English in Schools, J Stoddart, Orient Longman, Madras, 1977.

Stairway Reading Course: Reader I, CIEFL, Orient Longman, Madras 1977.

Two textbooks on communication skills in English for use on Higher Secondary courses, currently being written at CIEFL, to be published by NCERT.

Written Communication in English, Sarah Freeman, Orient Longman, Madras (forthcoming; expected in July 77).

ENGLISH-TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE August 1977

Country: INDIA - Northern Region (Delhi, Punjab, Rajasthan & Uttar Pradesh)

1. The Role of English

Despite pressure to increase the role of Hindi in northern states, and despite the marked increase in its use over the past decade or two, there seems to be a swing of the pendulum in the opposite direction in that English is now being gradually recognised as a language of 'opportunity', a 'career' language. The storm of politically motivated opposition to English is now abated and new college entrants are beginning to realise its importance.

a. Excepting a small minority of private schools (and the number of such schools is now on the increase), English is not a medium of instruction at the school stage.

b. English is, nevertheless, widely used as an optional medium in a number of colleges especially for subjects like Science and Commerce at the undergraduate level and for most subjects at the postgraduate level.

c. It is widely used for (i) management in industry; (ii) inter-state communication (especially the southern and eastern states) both oral and written; and (iii) UPSC exams.

d. English is also considered and used as an important language of international communication by the elite, research scholars, business magnates, scientists and journalists for reading and publishing articles in journals of international repute, for attending conferences, seminars, gatherings involving delegates from various corners of the world, and for studying world literatures, classics, etc.

2. English within the Educational System

The great bulk of the population has little contact with English. For the rest exposure is at secondary levels in Government Secondary Schools, where English is a compulsory subject, at the small number of Government Model Schools where English is the medium or at the few remaining private, English medium schools, English is compulsory for admission to the first degree colleges and is a compulsory subject for all students in their first year. English is the medium of instruction at the professional colleges (for medicine, engineering, etc) and at the universities for postgraduate courses.

2.1 At secondary level 6-9 lessons per week are prescribed and in the urban areas this is usually achieved. Colleges devote 6-8 periods a week. There are two types of courses available at the undergraduate level (a) BA (Pass) Course; and (b) BA (Honours) Course. The BA (Pass) course is compulsory for the undergraduates and in theory is supposed to teach

English language but in practice it turns out to be literature-based since anthologies of prose and poetry are generally prescribed for this course. The BA (Honours) course is a literature course. At the universities, ie for postgraduate classes in English, the content of the course is exclusively literary with the exception of an optional English language paper being provided for by some universities.

2.2 Examinations are conducted by the State Boards of Secondary Education (for schools) and by the University Boards (for colleges). These authorities also prescribe the textbooks and the syllabi.

2.3 As stated, English is compulsory for admission to degree colleges, the professional colleges and the universities.

2.4 The District Education Officer/Inspector in each state is responsible for the supervision of standards in all subjects. But in actual practice, he is mainly responsible for administrative matters rather than academic. Recently, in Panjab ex-trainees of the Regional Institute of English, Chandigarh, have been recruited as 'Inspectors'. These are currently practising teachers who are given the responsibility of supervising a group of local schools.

2.5 There is no emphasis on ESP.

2.6 There is no provision for the teaching of English to adults.

3. Teaching Cadre

3.1 There is no shortage of trained teachers as such in this region but there are very few really competent and qualified teachers of English. At every level all staff are Indian nationals.

3.2 The minimum qualification required for a teacher of English is a first degree - but not necessarily in English - and a postgraduate BEd to include English as one of the two teaching subjects. A first or second class MA (in English) is required for the position of Lecturer.

3.3 There are about 100 colleges of education in the region, affiliated to the universities, and the subject 'Teaching of English' is chosen by the majority of the 1500-plus students who pass through them annually. The courses are mainly theoretical with almost no practical training. Considering the vast number of English teachers at the school level there is hardly any in-service training worth the name. The RIE, Chandigarh, and ELTI, Allahabad hold two courses of 4 months' duration each year giving in-service training to about 80 teachers for each 4 month - diploma course. The SILS Jaipur holds one summer course for about 40 in-service teachers each year for about 6 weeks. The Summer Institutes in English for college teachers have been organised by the UGC over the past few years for this region at which about 40 college teachers have been trained over a six-week period annually.

3.4 There are no professional organisations for teachers of English.

4. Teaching Materials

4.1 Almost in all the schools in this region graded textbooks have now been introduced which are based on reformed syllabi with a language bias. These syllabi are either produced by the state English Language Teaching Institutes or are the adopted/adapted versions of the NCERT/CIEFL syllabus. The transition

has thus been away from translation, fragmentation of teaching points and an emphasis on a knowledge of 'parts of speech' and towards a structural syllabus with graded material taught with modern techniques. Nearly all schools, except the public schools and private English-medium schools, have begun adapting themselves to the new pattern.

4.2 There is hardly any shortage of textbooks for the main course in English. Production is nationalised. Some of the Boards of Secondary Education have adapted the 'English Readers' written at the CIEFL Hyderabad and published initially by the NCERT Delhi and offered to the State Boards free of charge. Others like the U.P. Board have produced their own nationalised textbooks. There is no demand for audio-visual aids. There are at present no local projects related to the production of teaching materials. There are hardly any supplementary readers in actual use.

5. English outside the Educational System

Nil

6. British Support for the Teaching of English

6.1 At the conclusion of the ACE Officer's term at the RIE, Chandigarh, there is, now, no British personnel directly assisting any educational institute in this region.

6.2 Staff and trainees of the various English Language Teaching Institutes in this region make extensive use of British textbooks, films and tapes. Some of the universities and colleges also borrow films and tapes from our Delhi Office.

7. American Support for the Teaching of English

Nil

8. General Statement

With the advent of the 10+2+3 scheme of education and with the change of Government after the recent elections, there has been a lot of confusion about the pattern of education to be followed in schools and colleges. The NCERT have produced a syllabus for the first stage of the scheme while the CIEFL for the +2 stage. The textbooks and supplementary readers for classes 6 and 7 have been written by the NCERT staff and reviewed several times by a Working Group comprising members of the CIEFL staff, the British Council Divisio practising teachers and ELT specialists. The +2 syllabuses for core English and elective English have been accepted by the Delhi Board of Secondary Education and books for the first and second semesters as recommended by the Editorial Board chaired by the Director, CIEFL, have been accepted by them. The other State Governments have agreed, in principle, to implement the 10+2+3 scheme and there is every likelihood of these syllabuses and textbooks being adopted/ adapted by them in the near future.

The big weakness is still the shortage of specially-trained teachers of English having a satisfactory command of the skills of the language as well as the skills of teaching it. The Colleges of Education continue to produce large numbers of graduates acquainted only with the more traditional methods and without sufficient personal experience of the language. On the whole, therefore the standard of English in the State Secondary Schools attended by the great majority of children in this region is poor. Students in the first year of the degree colleges find that the level of their English is often inadequate to meet the demands of the course prescribed for them in English.

At university level language skills are ignored since the main object of study is literature, and as such students are under pressure to cram up information about literature, rather than study literature.

Here and there, there has been the realisation by individuals involved in English teaching that the weaknesses endemic to the teaching at the secondary level need to be rectified at some stage. But there has so far been very little concerted action to attack the obvious problem. In-service training of secondary teachers is negligible in its effects, there is no in-service training scheme for lecturers (except a 6-week Summer Institute) and there is no time on the university syllabus devoted to direct language teaching.

9. Current Research and Bibliography

9.1 Apart from the reformed syllabuses produced by the NCERT and the CIEFL for the 10 and +2 stages, there has been an attempt to produce a syllabus for the college level; but the universities seem to be reluctant to have a uniform syllabus at the +3 stage. However, they agree that this syllabus should have a remedial component with a language bias and it is hoped that in the years to come the college syllabus will undergo a change for the better. Kurukshetra University has been a pioneer in this field in that it has already introduced a language syllabus for the college entrants. The University of Panjab is currently showing an interest in a syllabus for the teaching of English to Science students in the first year of the first degree courses.

9.2.1 ELTI Allahabad have produced a number of textbooks, supplementary books and handbooks for teachers of English for the first 3 years of English teaching.

9.2.2 RIE Chandigarh have published - 'Teaching English' - Notes for English Teachers in Training, OUP for the RIE 1972. Reprinted 1975. They have also produced prospectuses for Panjab University, Himachal Pradesh University and Punjabi University.